**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

When it comes to the CLOs of each course in conjunction with the overall GELOs, I do not believe we have huge issues. We just need to look at a few CLOs as I’ve mentioned in the report and discuss if we need to rewrite anything. Mainly, if English faculty could be in sync with each other regarding what’s going on with assessment, the whole process of assessing and writing reports could be more effective. A monthly report (provided by the OAW rep) at division meetings might not be enough. In order to help alleviate this problem, I’ve created a site just for the Division of Lit & Language Arts, which I intend to keep updated. I’ll open this site next week (8/23/2013). Even if faculty cannot attend meetings, one could easily access the link I provide in email.

In order to stay on top of assessments, the excel sheet that plans out assessments over a span of five years is very helpful. Along with that, as a division, we need to specify our assessment goals for the semester every semester. Perhaps, we could pick one person among us to volunteer as the remembrancer for the semester/year who will gently remind faculty about the scheduled assessments and make sure that the required data is collected and submitted.

Even as we do all this work, we need to always remember that faculty more often than not carry full instruction loads (plus extra duties such as committees and mentoring) and need a lot of help, support, and understanding when it comes to the evolving duty of assessment.

Also, please see the “Executive Summary” of the PLO report. Debbie Gilbert has provided an excellent summary and suggestions. Regarding improvements already made, she notes, “Over the period Spring 2010 through Fall 2012, the English Department assessed half of its 34 courses.”

This fall of 2013, perhaps the department could begin by making sure that the phrasing of all CLOs is current. Example: We could eliminate words such as “demonstrate the ability to analyze” and go directly to analyze, which would read like this: “As a result of the satisfactory completion of this course, the student should be prepared to analyze and explain . . .” This work will help create a strong basis on which rest of the assessment process could stand.

As our awareness about assessment increases, we’ll plan better and improve our processes further. The rewriting and improvisations are perhaps akin to the rewriting of our lectures and lesson plans to suit the requirements of the time. The process, obviously, is a constant.

**Faculty Included in the Preparation and Sharing of this Report:**

(please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

**Nita Gopal, Shelley Circle, Jason Wohlstander, & Debbie Gilbert**

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Are the course learning outcomes (CLOs) on your spreadsheet accurate (as of right now), and do they represent the overall purpose(s) of the course(s)? *Please explain why or why not.*

**Answer:**

 Most of the CLOS of the courses listed on the spreadsheet appear to be accurate; there maybe a little discrepancy between the PLO report and this one because I’m going by the spreadsheets given and CurricUNET. The CLOs do represent the overall purpose of the courses. Here’s why:

The CLOs in general aim for the following:

* Reading, comprehension, analysis, and evaluation of various texts and forms of media
* Creation of professional-looking documents that show careful editing and proper documentation of sources according to MLA style
* Clear writing that is cognizant of audience and purpose
* Critical appreciation of literature of various genres, periods, and cultures

Regarding the issues brought up in the PLO report--

1. We need to look at the start date of English 132
2. English 151: We need to discuss the phrasing as a team
3. English 173: Debbie is right. The words “Chicano” in CLO # 1 needs to be replaced by “Latin American.”
4. Are the General Education Learning Outcomes (GELOs) on your spreadsheet accurate (as of right now), and do they represent the overall purpose(s) of the program? *Please explain why or why not.*

Answer:

* **The GELOs in GE Area D do** appear to represent the overall purpose of GE courses, which is to provide students the ability to develop good communication skills that involve listening, reading, writing, and speaking; critical thinking skills when analyzing and producing communication; and research skills involving finding, evaluating, and using information in a variety of formats. All of the mentioned CLOs in answer 1 appear to be in sync with the GELOs such as good communication, critical thinking, and research skills.
* **GELOs in GE Area C**: As a department, we need to discuss the accuracy of the GELOs and if they truly represent the overall purpose of our program. This is because (and I’ve mentioned this later on in this report) GELO # 1 specifies “culture” and “ethnicity,” and CLOs that state “Demonstrate the ability to define and use terminology commonly found in the analysis of fiction” might not be directly related to “culture” and “ethnicity.” Hence, it might be best to discuss this in a departmental meeting.
1. How well do the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes (GELOs)? Additionally, just in terms of the structure, do you think the assessment data from the CLOs can tell a qualitative *and* quantitative story about the GELOs? *Please explain, and take some time to think through and write about what kinds of PLO analysis your CLO assessments will foster.*

Answer:

* **Course learning outcomes (CLOs) & General Education Learning outcomes (GELOs)**

In general, we could say that the CLOs align with the GELOs well because they both target reading, comprehension, analysis, evaluation, criticism, research, writing, editing, and documenting. Area D CLOs and GELOs, however, sync better than Area C CLOs and GELOs. We could review area C GELOs-- there are only two GELOs out of which one is more specific than the other. This is what I mean:

 Area C GELOs are as follows:

1. Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole
2. Demonstrating the ability to make well considered aesthetic judgments

Because GELO 1 specifically mentions culture and ethnicity, a CLO such as 132.1—“Identify and define literary techniques relevant to the study of world literature from 1500 to the present”—does not appear to directly relate to the GELO.

It would be great if faculty got a chance to review what I’ve reviewed and see if any changes need to be made in the phrasing of some CLOs to fit the GELOs.

* **In terms of the structure, do you think the assessment data from the CLOs can tell a qualitative *and* quantitative story about the GELOs**

Answer: The assessment data before me represents PLOs. A similar structure when applied to the GELOs should also be effective; we’ll know when we put the collected data through the process. This is also something we’ll be working on, but first, we need to make sure that the GELOs and CLOs sync perfectly.

* ***Please explain, and take some time to think through and write about what kinds of GELO analysis your CLO assessments will foster:***

The CLO assessments will perhaps promote the following kinds of GELO analysis:

* How closely can students read and analyze various texts whether it is fiction or non-fiction?
	+ How do the reading-and-analysis-related CLOs match the current GELOs?
* How well can students listen, speak, and write in the process of communicating effectively?
	+ How do the CLOs representing effective communication match the current GELOs?
* How deeply/critically can students think in reading, analyzing, and producing communication?
	+ How do the CLOs on critical thinking match the current GELOs?
* How well can students summarize, paraphrase, and integrate quotations in their writing?
	+ How do the CLOs representing summarizing, paraphrasing, and integrating quotations match the current GELOs?
* How well can students research, evaluate, and use found information without plagiarizing?
	+ How do the CLOs related to research match the current GELOs?
* How clearly can students write compositions that are focused, organized, well-developed, and logical?
	+ How do the CLOs measuring focus, organization, development, and logic match the current GELOs?
1. You’ve mapped your CLOs to GELOs. You’ve also been provided CLO assessment data in your packet. Now, take some time to reflect on, consider and analyze the data you have. This is not an easy section to complete, and the purpose of this pilot is to generate thoughtful reflection on—and assessment of—GELOs in relationship to our CLO assessment data.

Please look at every CLO data sheet included. Then, analyze, engage and write as much as you can, addressing the following question: ***what does your CLO data tell you about each of your GELOs?*** *Be detailed, descriptive and analytical.*

*As you consider this question…*

* + Discuss what kinds of trends you see in the data provided, and provide a qualitative assessment of each GELO.
	+ Try to fill in the CLO data from each sheet on your spreadsheet, and attempt to come up with an aggregate percentage for your GELOs. Can you give a PLO quantitative assessment based only on your discipline/department courses?
	+ **Please be thorough and provide as much reflection and analysis as possible. The more analysis, the better. Feel free to write beyond this page.**

## Answer for “What does the CLO data tell you about each of your GELOs”

Note: I’ve gone by the printed Outcome Assessment reports provided.

GE Area D:

#### English 101 data:

* Assessment report DB#657 says that 82% “met” the SLOs related to the research paper. The exact CLO has not been specified; DB#661 says that only 48% met the SLOs related to the research paper. The exact CLO has not been specified.

In terms of matching the above-stated percentages to a GELO—for example—“Demonstrating the ability to find, evaluate, and use information in a variety of formats”—the performance appears to fall a little short of the general education expectations. For the sake of clarity, it may help to map out a strategy before assessing any course—meaning—we could map out the GELO, PLO, and CLO we’re seeking. Next, apply that assessment uniformly throughout the 101 classes. Specifications such as timings, face-to-face or online, what days might also make a thorough study of the CLOs.

### GE Area C:

English 112 data:

* According to DB# 667, 73% achieved the SLO related to definition and use of terminology.

When matching this CLO to the two GELOs, one could perhaps say that 73% of the students demonstrated “the ability to make well considered aesthetic judgments.”

* According to DB#668, 36% met the CLO related to the development of the novel and the short story. These were essay questions.

In terms of matching the above outcome to a GELO, one might say that 36% demonstrated “awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.” I’m not sure about this analysis. We’ll know how well the CLOs relate to the GELOs only when we may them out specifically *before* assessment.

* According to DB#669, 86% passed their final paper. The specific CLO is not specified, so I cannot comment on what GELOs may have been satisfied in this assessment process.

#### English 132 data:

* According to DB#671, 100% met the assessed CLO, but the specific CLO has not been stated. Students were assessed on final presentations, the report says. Based on the exact CLO assessed, we’ll know which of the GELOs were realized.
* According to DB# 673, “key terms were assessed in the Final Exam.” 93% met the CLO. Perhaps, the key terms could relate to the GELO—“demonstrating the ability to make well considered aesthetic judgments.” I’m not sure about this, and as I’ve stated before, it’s important to align our GELOs, PLOs, and CLOs *before* we begin an assessment.
* According to DB#676, 100% of the students met the assessed CLO. Students were assessed on final presentations, the report says. Based on the exact CLO assessed, we’ll know which of the GELOs were realized. As of now, I do not know how the particular CLO was stated.

#### English 137 data:

* According to DB#681, 87% “met” the assessment instrument “Midterm & Final.” The CLO # has not been specified, but one can deduce from the analysis that the CLO had to do with the historical significance of texts. It appears that the CLO would satisfy the following GELO: “Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.” The CLO may have also satisfied the second GELO: “Demonstrating the ability to make well considered aesthetic judgments.”
* According to DB# 677, the assessment instrument(s) was/were “Quizzes and an out of class essay.” I’m unable to guess what GELOs the assessed CLO may have met.

#### English 138 data:

* According to DB#243, 93% met the assessed CLO. The instruments were the mid- term and the final. SLO # 3 was measured:” Analyze and explain the literary, historical, and cultural significance of important works of English literature from 1700 to the present.” It appears that both the GELOs would have been satisfied.
* According to DB#234, 93% met the CLO; the assessment instrument was “Midterm exam and final exam.” SLO # 2 was measured: “Describe genres, periods, and themes relevant to the study of English literature from 1700 to the present.” It appears that both the GELOs would have been satisfied.

#### English 162 data:

* According to DB#683, 100% of the students assessed met the CLO. The CLO number is not specified. The assessment instrument was as follows: In a 500-word essay, identify at least 5 of the challenges that the innovation of “sound-cinema” posed for film artists working in Hollywood in the 20s. Discuss the ways in which these challenges were met and overcome.

I’m not sure which CLO the above instrument measured and hence cannot say if it served any of the GELOs.

#### English 172 data:

* According to DB#687, 100% of the students met the assessed CLO, but the CLO # has not been specified. The assessment instrument was students’ response to questions on a timed exam. The analysis says, “Students were assessed on their knowledge of literary ‘techniques’ in the process of analyzing the manner in which those techniques support the theses of Chicano lit.”

Considering the nature of this class, it appears that both the GELOs may have been served.

* According to DB#691, 100% of the students met the assessed CLO. The assessment instrument has been described as follows:” Students wrote analysis papers and participated in directed discussion and peer evaluation. Though there is no CLO#, it’s possible that both the GELOs may have been served.

English 173 data:

* According to DB#237, 100% of the students met the CLO. The CLO# has not been specified. The assessment instrument was an “In-class response essay.”

Again, when there is no specific CLO stated, it’s very hard to guess if a GELO was served or met. Because English 173 is “Intro to Latin American Literature,” one could guess that the GELO that requires an “awareness of the various ways that culture and ethnicity affect individual experience and society as a whole” would have been met. I cannot be sure of the second GELO which requires “the ability to make well considered aesthetic judgments.”

* According to DB#244, 100% of the students met the CLO. The CLO is not specified. The measuring instrument was the “Final Exam.”

Once again, when there is no specific CLO stated, it’s very hard to guess if a GELO was served or met. Because English 173 is “Intro to Latin American Literature,” one could guess that the GELO that requires an “awareness of the various ways that culture and ethnicity affect individual experience and society as a whole” would have been met. I cannot be sure of the second GELO which requires “the ability to make well considered aesthetic judgments.”

* According to DB#239, 100% of the students met the Assessed CLO. The CLO is not specified; the assessment instrument was an “In-class response essay.”

I’m sorry to repeat this: when there is no specific CLO stated, it’s very hard to guess if a GELO was served or met. Because English 173 is “Intro to Latin American Literature,” one could guess that the GELO that requires an “awareness of the various ways that culture and ethnicity affect individual experience and society as a whole” would have been met. I cannot be sure of the second GELO which requires “the ability to make well considered aesthetic judgments.”

## Other Observations:

### The CLOs and GELOs of GE Area D courses (English 101 & 103) match well and might not require any tweaking.

1. **The CLOs and GELOs of GE Area C courses mostly match but not in every instance**. For example, observe the following CLO for English 112: “Demonstrate the ability to define and use terminology commonly found in the analysis of fiction (e.g. mood, setting, point of view, theme, conflict, plot, and subplot);” I’m not sure that this fits the GELO—“Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.” However, the CLO mentioned above could fit this GELO: “Demonstrating the ability to make well considered aesthetic judgments.”

Perhaps, the English department could take a look at this and discuss in case we need to rewrite or tweak anything.

1. I would advise that we also take a quick look at English 132 (SLO#1); English 136 (SLO # 1); English 157 (SLO# 1); English 161 (SLO # 1 & 2); English 162 (SLO # 2)
2. **Many assessment reports are missing CLO numbers**; the CLO number we’re assessing is extremely important for reflection and improvement, especially when it comes to aligning the CLOs with PLOs and GELOs.
3. **There appears to be great focus on the percentage of students that met a certain CLO. What might be more important than percentage numbers is how and why a particular CLO was assessed, and how that CLO aligns with the PLOs, GELOs, and ILO.**
4. **Action Plan.** Based on the assessments and analysis you have provided in questions 1-4, please consider what changes or improvements you would like to make, which might include updating your CLO or PLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, etc. ***Based on the analysis you have provided in questions 1-4, provide an action plan for improvement that draws on your assessment results and efforts.***

Answer:

1. We might need to tweak some CLOs that begin with “Demonstrate the ability to . . .”
2. We might want to look at the CLOs of English 112, 132 (SLO 1), 136 (SLO 1), 157 (SLO 1), 161 (SLO 1 & 2), & 162 (SLO 2)
3. We need to discuss the continuous process of assessment and how to go about it effectively.
4. How will faculty keep itself updated about assessment
5. How will we share the responsibility of assessing our classes
6. How often should we get together with the aim of discussing assessment procedures and results
7. Every time, we assess a course, we should declare the outcome we’re measuring; this CLO should be clearly stated in our report in CurricUNET.
8. When a group of courses come up for assessment, it’s very important for the instructors to meet and figure out their assessment instruments.
9. Before we even begin assessing, we need to make sure that we can also serve the GELOs.
10. Teamwork is the best way to go about this job; it might be best to look at assessment as a group project, set a few deadlines for the year, and collaborate via wikis and/or in person to keep things clear and focused.
11. The college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. *This is extremely important.*
	* Did you make any changes in your CLO or PLO statements during the last 4-year cycle that ended in 2012, or any changes this year? *Please explain what you accomplished.*
	* Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain and provide details about your efforts!*

**Answer:**

**Here, I’m sharing the thoughts of my colleague Shelley Circle:**

A few CLOs were changed with some revisions made to course outlines as we revised to meet C-ID requirements.  As far as improvements, our AA-T was completed and submitted for approval and 12 course outlines were revised for C-ID and so far 10 have come back approved, so our program for English has changed somewhat given our new AA-T.

1. Please reflect on the process of learning outcomes assessment in your division and at Modesto Junior College. What do you think would make it more meaningful? How could it be improved? What would help you?

**Answer:**

**Perhaps the following strategy will help make the assessment journey a little less muddy than it appears to be right now:**

1. **Make assessment a priority every semester**
2. **Foster team work and emphasize collaboration**
3. **Rather than going back to the drawing board over and over again, perhaps we could figure out a set procedure of how we could effectively go about assessment. Example: If two literature classes are to be assessed this semester, then what might be the process to get that done? Should we get the instructors together and outline a series of steps and make sure that the CLOs are aligned with the GELOs and PLOs, and ILO? If instructors had a set road map and a timeline to embark on and complete the journey, things would be less stressful.**
4. **If a few instructors set an example of a smooth assessment process, they could guide the rest of us to do the same.**
5. **We definitely need someone who can be that glue to keeps us all together—perhaps the dean can oversee this process?**
6. **After certain assessments are finished and we have some results in our hands, we could take time to discuss if any improvisations are necessary in the course outlines or CLOs etc.**
7. **We need to worry less about the percentages and more about how we’re assessing something and what it truly shows us about our students’ learning.**